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range of literature examined. It has taken us some months to organize the work with the several departments of the University of Wisconsin so that we should get prompt notes upon the books, but as I have said before, we have felt it was more important to secure thorough rather than early reports.

I want to speak of one thing about the policy of the Board in regard to the selection of books and early entry of titles. We have felt that it was exceedingly important that very prompt notice should be given to fiction (and I think we can lay claim to succeeding in the main) that the small libraries depending upon the Booklist for choice of fiction should have help immediately, because the demand for the new fiction is so great. With the children's books we have felt that there was no great haste in buying and we have relied absolutely upon the reports which we have received from the children's librarians of the country, about 45 of whom are cooperating. Rarely has a book appeared upon the list which has not received unanimous approval of the children's librarians reporting upon it. (I do not mean to imply that all cooperating librarians report upon every book) The books which are termed non-fiction, as I have already stated at some length, we have reserved until we received a sufficient number of reliable reports before giving the book notice.

I simply wanted to give you the correct reasons for the shortcomings called to your attention rather than the speculative reasons—especially for the lateness of inclusion.

The PRESIDENT: Miss MARY W. PLUMMER will now present the

REPORT OF THE COMMITTEE ON LIBRARY TRAINING

The composition of the committee changed this year as per the requirements of its formation, Mrs Theresa W. Elmen-dorf and Miss Caroline M. Underhill tak-

ing the places of Mr J. C. Dana and Miss Eleanor Roper.

One meeting of the Committee was held at Pratt Institute, Brooklyn, on February 11th, at which were present the Chairman, Mrs Elmendorf, Miss Underhill, Miss Lord, Mr Legler, Mr Kimball and Mr Root. Miss Rose of Davenport, Iowa, was the only member absent. The Committee met chiefly to discuss the advisability of publishing a list of library schools and other sources of training. Considerable pressure had been brought to bear upon the Committee to prepare and print such a list, at the time when the A. L. A. tract on Training was being considered. The Committee did not then feel it advisable to do so, and in the last paragraph of the tract simply referred inquirers about schools to their nearest Library Commission, feeling that the Commissions should know the character and standing of the various schools and be supplied with school literature.

The wish for a list, however, still found expression and was voiced by Mr Legler, of the Committee.

After considerable discussion, in which a decided difference of opinion developed as to the advisability of a published list and various difficulties were cited by those who had had the matter under careful deliberation, the Committee concluded that it could not take the responsibility of recommending such a list. The following motion, however, was carried: "Inasmuch as many requests have been received that a list of accredited schools be added to the tract on Library training, Resolved that the Council be asked to consider whether such a list is desirable, and if it be thought important, that the Council be asked to appropriate \$500, that the Committee may make such investigation as is essential in order that the Committee may feel warranted in making a recommendation."

This placed the decision upon the Council, as a representative body, and provided for an investigation (not necessarily critical) of all so-called schools, the only

really fair proceeding, it seemed to the Committee. The resolution was forwarded to the Secretary of the American Library Association, with the request that it be laid before the Council. As can easily be understood, such an investigation could not properly be conducted or such a list published with any member of a library school faculty acting as chairman of the Committee, the position of chairman for such an officer being a sufficiently delicate one, as it is. Some minor matters were presented and dealt with, and the Committee adjourned.

The year has been one of changes in the library school world, and the end is apparently not yet.

The New York state library school, for the past two years under the Directorship of Edwin H. Anderson, has passed, by his resignation, to the control of the former vice-director, James I. Wyer. No new vice-director has been appointed; at the present writing (June 2, 1908) Mr Wyer reports no changes of any importance in the culmination of the school. No changes are reported in the faculty, nor in the management and faculty of the Pratt Institute and Drexel Institute library schools.

The President of the University of Illinois appointed Mr Albert S. Wilson Director of the state library school, and Mr Francis K. W. Drury University librarian, to succeed Miss Katharine L. Sharp. The Committee understands, that the University is seeking to combine again the positions of librarian and director of the school and that Mr Wilson is to be retained as assistant director. Plans are being made to include library work with children in the curriculum.

No serious changes are reported by the School for the training of children's librarians, of the Carnegie library, Pittsburg. Miss Anne Wallace's resignation, as Director of the Library training school of the Carnegie library of Atlanta, led to the appointment of Miss Julia T. Rankin as her successor and to the promotion of Mrs Della F. Sneed to the position of

head instructor. The only changes here next year will be in the reapportionment of the teaching.

Simmons college reports that beginning with the coming year, the first year of the four years combination of college and library school course, will be purely academic, in order to give students greater maturity before taking technical instruction.

Western Reserve sends no reply as to changes, which probably means that none are contemplated.

Wisconsin reports that a joint course is to be offered next year, by the University and the Library school. Four years satisfactory work in this course, including some summer school work, will entitle the graduate to the degree of B. A. and the certificate of the Library school. The first two years will be academic, courses being elected in the University that will aid in preparation for the Library school examinations.

In the third and fourth years, courses will be given in the Library school equivalent to 10 unit hours of University work. The university requires a thesis and the accompanying bibliography will be accepted by the Library school as its thesis. The two months of field practice work are to be done either after the junior or senior year.

The Indiana library school at Indianapolis will continue the instructions which for three years has been conducted by the Winona technical institute and will open on October 1, 1908 in quarters convenient to the City and State libraries of Indianapolis.

The management of the school is vested in the following Executive committee: Chairman Meredith Nicholson; Thomas C. Howe, pres. Butler college; Jacob P. Dunn, pres. Public library commission; Demarchus C. Brown, state librarian; H. J. Milligan; Julia Harrison Moore; Merica Hoagland, secretary and director.

This committee has drawn up articles of incorporation and has arranged for financing the school for 1908-9 expecting to

secure an endowment for state aid to carry forward its work in the future.

Syracuse university reports that at the June 1906 meeting of the Board of trustees, the Department of library economy was made a library school appended to the Liberal arts college with a separate technical faculty and with the privilege of recommending degrees.

A four years' combined academic and technical course leading to the degree of Bachelor of library economy and a two years' course for graduates of approved colleges, leading to the degree of Bachelor of library science were authorized. The two years' certificate course described in the April 1908 University Bulletin will be continued for the present. We recommend to all future students as far as possible to take the degree courses.

The admission to the four years' course will be the same as for the regular philosophical or classical courses.

In both certificate and degree courses all departments of library work are studied and actual practice given; but the students in the degree courses bringing more matured and disciplined minds will be assigned more advanced problems. Summer library schools will be held this summer, as usual, at Albany, at Chautauqua, at Asbury Park, Minneapolis, Iowa City, Berkeley, Simmons college, of Boston, and Montreal, under the usual directorships. The Indiana summer library school has been removed to Earlham college, Richmond, Indiana, under the direction of Chalmers Hadley, B. L. of the College, and secretary of the Public library commission, and will be held for six weeks, from June 15 to July 24.

Michigan reports a second experiment in instruction in library methods for teachers, in the shape of summer courses at the Normal schools of Mt Pleasant, Marquette, and Kalamazoo.

The Intercontinental university of Washington, D. C. whose library science in 20 lessons was reported on last year, continues the course this year.

The Washington Irving high school in

New York City has lost the first instructor engaged to undertake the course in library economy. It is the opinion of several librarians who know the circumstances that the experiment under the present conditions has been a mistake.

The Newark (N.J.) public library advertises a course in training for six students, to be selected by examination, to spend 44 hours per week at work in the library, including one hour of instruction and one hour of study per day, for ten months. There is no tuition, and the library supplies all text-books and materials needed, and gives the successful students preference in its appointments. Judging from the conditions, it is a period of apprenticeship somewhat similar in its arrangement to that of the Springfield City library.

A course in library economy was offered last year at the Bryson library, Teachers college, of two sessions of one hour each per week for 30 weeks, or 60 periods in all, a fee of \$20 being required. 20 hours are given to cataloging, 11 to reference work, and the remaining hours are distributed in ones, two and threes among other technical subjects. The Extension department of Columbia university issues a certificate on the recommendation of Miss Baldwin. 11 students registered for the course last year. Miss Baldwin reports none of them located, as far as she knows, although two who entered did so with definite prospects, three were assistants in the New York public library, who took this method of preparing for examinations for promotion, and two others were teachers who wished the information to use in their own work. The course, according to Miss Baldwin, has the defect of not providing for practical work in anything but cataloging and classification.

A course in library science is planned by Rockford college, Rockford, Ill. to begin in September, 1908 under the charge of Miss Delia F. Northey a former student of the Illinois state library school.

The Committee is glad at any time to receive information, if well authenticated, of any new sources of training or of any

changes in schools, classes, etc., and wishes herewith to express its appreciation of the efforts that have already been made by many interested in the subject to keep informed of new developments.

That so many sporadic attempts to give training in librarianship should be made, is owing to two or three causes, in the opinion of the chairman. One of these is the fact that the established schools with tried and tested faculties and courses, cannot send out a sufficient number of graduates each year to supply the demand, which, in most parts of the country, is increasing. More good schools are needed. A second is, that these graduates, first carefully selected and then carefully trained, are justified in asking better salaries than many library boards can or will pay, and as a rule they can get these salaries in one library or another. The result is that the libraries unable or unwilling to pay, must find some substitute for the thoroughly trained assistant, one who will, for one reason or another, take a lower salary. The reason is usually that of preference for (or of restriction to) the locality in which the library is situated. Home talent can be secured more cheaply, always, and a library is entirely within its rights to train or have trained for its minor positions at least the local candidate whose appointment means economy and probably stability of service, for the assistant coming from abroad, is much more likely to be tempted elsewhere after a few years of service.

It is the only thing such a library can do, to insure good service, except to try to induce a more liberal feeling in the community that will enlarge the library's appropriation and enable it to get the best equipped people, local or other. In two neighboring communities of our acquaintance, the difficulty of securing suitable assistants with training, has led to a gradual advance in salaries, so that positions which at one time had no attraction for school-trained people, begin at last to appeal to them. The results, as far as

observed, have been distinctly favorable for the libraries.

A third reason for some of these attempts at instruction is a failure on the part of those who sanction or who make the attempt, to understand what good training is, what careful selection is, and what responsibility they are taking upon themselves. Some of these undertakings are the result of a sudden inspiration, a lamentable ignorance, a half-digested plan, and general irresponsibility as to the effect upon library efficiency. Very few, if any, can be assigned to cupidity or to desire for notoriety—money and glory being two things that are seldom present as inducements to library school workers. The private venture in the way of training is, as a rule, the most superficial offer that is made and can more easily be accused of self-interest than any other. But these are few—at least very few are known to exist.

The Committee brings this report to a close with the following statement: Questions of training are so pervasive at present and the desire of the library schools for mutual consultation so increasingly expressed, that it is inclined to recommend the establishment of a Normal section of the Association, to deal with all phases of preparation for librarianship.

It would be glad if an expression of opinion on the question might be secured from the general membership as well as from the schools.

Respectfully submitted,
MARY W. PLUMMER, Chairman
HENRY E. LEGLER
THERESA ELMENDORF
ISABEL E. LORD
A. S. ROOT
W. C. KIMBALL
CAROLINE UNDERHILL
GRACE D. ROSE

The PRESIDENT: Unless objection is heard this report will be received and placed on file and its recommendation referred to the Council of the Association.

It is to be followed by a symposium in which, following an introduction by the

Chairman of the Committee, representatives of several of the library schools will discuss

THE EVOLUTION OF THE LIBRARY SCHOOL CURRICULUM

Miss PLUMMER: There are several ways of making a curriculum. One way is by imitation, taking that of an established school and copying, in whole or in great part. Another, the theoretical way, is by choosing those studies and the proportion of one study to another which would seem likely to form the ideal library assistant, either in a special line of work or in general fitness. The third way is to consider the principal current demand—I do not say need—and prepare a curriculum that shall enable students to meet this.

The first is the least likely to be chosen in the library profession, since, as a rule, the people who have in charge the making of library assistants are people with the creative instinct, with ideas of their own on the subject which are seeking expression in material form, and they are, besides, almost invariably so hemmed in by one or another set of circumstances that they feel imitation is impossible.

In fact, there is not enough intelligent imitation among the schools. A new school is very apt to be set going without consultation with any of the older schools. If directed and instructed by a faculty themselves not trained in any school, it is likely to make all over again the same experiments and the same mistakes made by the earlier schools, which is a waste. It is rather remarkable, considering the lack of consultation and cooperation, that the schools should have come as near uniformity as they have.

Even when a school announces some important addition to its curriculum or some new method of work, the other schools appear incurious and almost never investigate with a view to following. This makes for individuality in the schools, to a degree, but do we not also lose in failing to watch one another's experiments and

in neglecting to compare theories and practice and results? Surely the public is not so different in different parts of the country that every school must prepare its graduates as if they were to serve a totally different community from that served by the school graduates in other states.

Therefore, parenthetically, the establishment of the Library school round table last year was undoubtedly a step in the right direction. It is bound to bring about a more general interest among the schools in one another's work and methods.

The theoretical way of making a curriculum we must most of us plead guilty to, in our beginnings, at least. We are not old enough cooks to "salt to taste" and to "use judgment," as we must follow the recipe, that seems in our case to require more cataloging than anything else, though two thirds of those who graduate never touch a catalog card afterward and might have been spared a lot of technical minutiae and yet have had good grounding in the principles of the science. We try to get uniformity of handwriting instead of striving simply for legibility and grace, things we might often get while retaining the individual hand.

You may say that these things are fruits of the imitation that I have claimed is not sufficiently used among us, but, if so, it is not so much direct imitation as the result of a certain tradition among schools and libraries; and it is certainly not intelligent imitation nor the result of any consultation among the schools.

The first library school was connected with a college—the students were taught college library methods of necessity—the influence of that early teaching can be traced through several schools. Since then the library situation has changed tremendously, but the schools have not altogether kept pace. It is true that most of them have changed and developed somewhat, that they have been brought face to face with facts, which are stubborn things, and have had to change, but they are not keeping up as closely as they

should with the march of events. It is perhaps a characteristic of professional training generally to have its traditions and conventions and to let them go reluctantly. The element of practice, fortunately, brings into our school work something that is anti-theory. The third way of making a curriculum, supplying the current demand for assistants, may go too far in the direction of concessions to utility and present emergencies. The apprentice-class work represents better than anything else this kind of curriculum, in its extreme reduction to the needs of the hour and place. The library system that pays salaries so small that only the youngest girl, unformed and half educated and living at home, can afford to take them, may be making a demand, but it is one that the schools are obliged from self-respect to ignore in their selection and preparation. So that a strict conformity to the immediate demand, if that demand is unreasonable, is not advisable for any school.

But there is a demand which the schools should be increasingly conscious of and should try to meet—and that is for the kind of training and the kind of workers required by the growth, development, and intensification of the work itself. In the cities the presence of the illiterate foreigner and his family in overwhelming numbers should mean as much to the libraries, and hence to the training schools, as it does to the public schools. The question of interesting the mechanic, the skilled artisan, of helping him to improve his work and to improve his prospects, is one, we say, for the library to interest itself in; therefore it is a question for the library schools also, to provide the kind of people and the kind of training that will serve such needs of the library. It is coming to be seen that nothing that is human is alien to the work and interest of the public library; and this being the case, we must secure for the schools the student in sympathy with American ideals, capable of studying and reasoning upon the current and varying phases of Amer-

ican life, and we must provide these students with some human training as well as technical.

Being obliged to arrange a summer schedule for a graduate who expects to be a children's librarian, I have had lately to go among the various sociological workers of New York City and explain our plans. Everywhere there was the quickest comprehension of what the librarian with a knowledge of conditions could do, and an eagerness to seize upon the prospect of that kind of help. It was new to most of them apparently that librarians were interested in the people they worked among.

Of course I am giving a very specific example. These city conditions do not exist everywhere, but every community, almost, is worth studying, for one reason or another. In some way the library school should train its students to meet the vital demand that humanity makes upon all who come regularly in communication with people. We need not take it up sentimentally. Our work would not let us of we wanted to. We may find that it is chiefly an attitude that students may be trained or inspired to take toward those they serve, supplemented by reading along social lines and contact with those who are in the thick of some work or other for our—not yet triumphant but—militant democracy.

In yet one other respect, the school curriculum is not all it should be. The discussion of ideas and the acquisition of information as these are presented in the better books of to-day have no place in our courses. There should be more time for reading—not prescribed, but done from sheer interest and selected by the individual student, who should then have an opportunity to exchange conclusions on what he had read with his fellow-students in some informal way. If one student has been reading upon modernism and can give the class a clear idea of what is meant by and included in the term, and another has been following up Burbank's experiments and can give an intelligent

account of them, and still another is interested in reading on a certain form of social experiment and can make it clear, it is evident that the curriculum should furnish an opportunity for an interchange of interests, not conducted but offered informally and participated in by some of the faculty from the floor and not from the instructor's platform. We cannot blink the fact that we don't know enough either when we go into the schools or when we leave them, on many subjects which are a part of the general equipment of the well-informed person. There is a demand on this head from the intelligent and well-read part of our public, which we are not all meeting by any means, and which calls for greater effort on the part of the schools in fitting their curricula to a constant and reasonable need.

The best curriculum, it seems to me, would be one combining all three of the methods of making which I have mentioned. We need some intelligent imitation, or more consultation with other schools; we need to have an ideal assistant or librarian in mind, but to take into consideration the fact that much more than our training will be required to bring him or her to that point; and to remember that if we can plant the germ of self-development in a student the training has been a success, even if there are gaps in the curriculum; and we need to train so as to meet, not the commercial, but the human demand of the times.

FACTORS IN THE DEVELOPMENT OF THE LIBRARY SCHOOL CURRICULUM

MR WYER: The following remarks will refer to five factors which have influenced and may influence the development of the library school curriculum and they will not refer specifically to any library school.

1 Location and environment of the school. It is seldom or never possible to construct an ideal course of study for a particular library school. The type of

library with which it is connected will make it impossible for lack of necessary books to offer certain courses (desirable per se)—unwise to offer others because of no facilities, or scanty ones for practice work, and per contra it may often be wise very much to emphasize and extend some line of work for which the peculiar situation and surroundings offer exceptional opportunities. Both the advantages and limitations of location as affecting development and content of curriculum should be frankly recognized. Unusual facilities should not incite overspecialization in a course which promises little or no utility or which is but remotely related to library work, nor on the other hand should emulation or ambition offer a course which must be seriously crippled in the reality by inadequate or mediocre equipment.

2 The current development and chief characteristics of library work. It is necessary not only to note with a quick eye tendencies, innovations and events but to bring to their estimation a sanity of judgment and a rational professional balance that shall recognize and avoid the foolish, the faddish and the extreme while adopting the sound, the essential and the worthy whether in devices and methods for technical practice or in larger matters of library policy and administration. This close observation of the current progress of library work will reveal the varying demands and opportunities for trained workers, which in turn will react directly upon the course of study. Thus the development of cooperative cataloging at The Library of Congress did not, as was apprehended in some quarters, reduce the demand for trained catalogers to the vanishing point, though it did modify much of the technique and mechanics of that work and brought about something of a change in its method.

3. Availability of material. There were codes of cataloging rules and systems of classification before there were library schools and this with the further fact that the tangible, technical processes of library work are so much easier formulated and

taught than its *raison d'être*, its spirit and its policies, served to overweight the technical side of the early library school curriculum and to throw it into a misproportion which even yet has not been wholly corrected. The subjects were taught which were at hand. The schools have often presented a somewhat disjointed and miscellaneous mosaic as a course of study. Probably no library school curriculum yet presents a logical library synthesis, showing that essential interrelation of parts and knitting together of courses and processes which in the aggregate comprise the actual administration of a library. Probably no curriculum ever can wholly do this. It marks the boundary of that realm of experience beyond which training cannot go.

These three factors, the location and environment of the school, the current progress and chief characteristics of library work and the availability of material, have their origin with the faculty. The students exert a considerable influence on the course of study and in two ways.

4 As students. Adapting an old Harvard saying it has been remarked that you can tell a library school graduate anywhere but you can't tell her much. If this attitude be true of the finished product of our library schools, it is equally true that no one feels quite so entirely competent to criticise or reconstruct the course of study as the new student of a few weeks standing. If some of the suggestions thus advanced have been often considered before, if others merit neither present nor future consideration, there will, however, be ideas to be got, new points of view to be taken, by a careful attention to student comment on the curriculum and it will be distinctly profitable to encourage it.

5 As alumni. The alumni of our library schools seem to be more interested in and more effective to promote the welfare of the schools from which they have gone out than the alumni of most professional schools. They are fewer, the professional bond and esprit de corps probably stronger.

Their daily work keeps them earnest, alert, eager to help, and their alma mater shares the results of these perennial qualities in the form of suggestions submitted personally and through the customary alumni organizations touching weak courses which may be strengthened, new courses which should be introduced or the wisest quantitative balance between subjects. In this way comes the salutary and most effective reaction of practice upon theory.

In general a distinguishing feature of the development of the library school curriculum is the rare quality of the work which has gone to its making; a quality attested by the fact that among the educational contrivances oftenest mentioned with respect by Europeans the American library school has a leading place.

EVOLUTION OF THE PRATT INSTITUTE LIBRARY SCHOOL CURRICULUM

Miss PLUMMER: Environment has so important an influence in the development of any institution, that before taking up specifically the evolution of the Pratt Institute library school curriculum, it will be well to consider briefly Pratt Institute itself and the Pratt Institute library, both of which environ the School that bears their name.

The two mottoes of Pratt Institute are "Be true to your work and your work will be true to you" and "Help the other fellow."

The idea of service was a dominant one in the mind of the founder. He was a poor boy with few advantages and he early made up his mind that if he made money he would found a school that should fit boys and girls for practical life.

After studying the existing schools in this country and Europe, he found none that he wished to pattern after, and he determined to let this school grow naturally to meet the demands that presented themselves.

The school opened therefore with no pre-

determined plan of courses, but it invited people to come and make their wants known. Its work began with twelve students in two classes and has grown organically until it has nearly 4000 students, taking 70 courses, of which the library course is one. New courses are added as the demand for them comes; others have been given up when it was found that other agencies were meeting those needs. The whole Institute is alive, the work is vital. The idea of generous, disinterested, whole-souled service by means of thorough, good work animates the whole institution from the trustees, sons of the founder, down to the janitors.

One of the first needs that was felt after the Institute was opened was for a library that should not only supplement the work of the school, but which should be a public library for the city, there being at that time only one small free library in all Brooklyn.

The library of Pratt Institute opened with about 20,000 volumes in 1887, and for twelve years was the only public library of any size in the city. It had two branches, which were discontinued on the establishment of the Brooklyn public library.

The best expert advice obtainable was used in the organization of the library, the librarians were appointed from the newly established Columbia library school and broad public policy and a high technical standard characterized it from the beginning. The library was housed at first on the ground floor of the main building of the Institute, but in 1896 it was moved into a commodious building of its own, built to hold 200,000 volumes. A children's room and art reference room were features of the new building. Later a small open shelf collection was placed in the delivery room, which gradually increased, until two years ago the whole first floor of the library, containing about 35,000 volumes, was made free of access. An applied science reference room was opened about the same time.

The guarantor system and restrictions

as to the number of books of non-fiction a borrower could take out at a time were also abolished in 1903. Very close relations exist not only with the several departments of Pratt Institute but with all the schools in the neighborhood and many teachers at a distance make great use of the library.

The need for trained assistants was felt very early in the history of the library and in 1890 classes were started for the further training of those already on the library's staff and to train the additional assistants needed in its growing work. By the second year the aim included supplying trained assistants to other libraries as well.

The course during the first few years was largely experimental and the school was merely an adjunct to the library, the methods taught were those in use there and the teachers were those assistants who did the actual work taught. But if there be any truth in the adage of G. B. S. that those who can, do, those who can't, teach, there is quite as much ground for saying that many who do, cannot teach.

In the fall of 1895 the school was re-organized. A regular faculty was appointed from those members of the staff who had shown special aptitude for teaching. It was recognized that no other existing library school was situated in a large public library and that the special opportunity of this school was to prepare its students for public library work, while at the same time it aimed to give them such drill in cataloging and other branches of technical work as should fit them as good general workers in any kind of library.

The changes in the curriculum since 1895 have been due largely to the endeavor to carry out these aims. The progress of public library work has been carefully watched, the library itself has always been well to the fore in inaugurating or adopting new ideas, and adapting the work of the school to the requirements of the work in our own public library has kept it pretty well abreast of library progress. The

school has also kept closely in touch with its graduates, asking them individually and from time to time collectively to report to us of any problems they encountered in their own work which the school has not fitted them to meet. Suggestions and criticism from any source have always been welcomed and many changes have come about as the direct result of the suggestions the school has received from persons practically experienced in public library work.

The nature of the changes made can best be shown by a few examples. The changes themselves are in subjects taught; order of presentation of subjects; methods of presentation; amount and character of practical work; introduction of field work.

In 1895 the course consisted of 500 hours of class-room work divided among 28 subjects, and of 274 hours of practical work in the library. About 200 hours of the class-room time was devoted to cultural studies, English and American literature, English composition and Beginning German, and 88 hours to subjects of a business nature, bookkeeping, stenography and typewriting.

With the expansion of library work came a pressure for more and better technical preparation. The entrance requirements were raised and cultural subjects were dropped from the curriculum. The commercial studies were found to have but slight professional value and all were omitted except typewriting, which was made optional. These and other changes have set free 300 hours since 1895 for the introduction of new subjects or for the expansion of established courses.

The cataloging of Government documents, maps and pamphlets have been added to the course in cataloging, and more time is spent in classification and reference work.

Twenty-one new subjects have been added to the course during the 12 years; among the more important being book-selection, including principles of selection, practical problems, standard editions and publishers; history of the book; history of libraries, library buildings, indexing,

and the study of contemporaneous fiction. Of the latter a few words may not be amiss, as I think no other library school has taken the subject up in just the way we have taken it. Experience in our own library had shown to how great an extent the reading of fiction could be influenced for the better by assistants who had themselves a wide and sympathetic knowledge of novels and novelists, and experience in revising entrance examinations had also shown that such knowledge was seldom to be found in the average student fresh from school or college. Accordingly when literature was dropped, a course was planned for the study of modern fiction, English, American and Continental, from the library point of view. About 100 authors are studied, among the points reported on being the qualities shown in their work, their influence, the class of people to whom they would appeal, the authors for whom they could be substituted for or who might be substituted for them.

Of the two possible methods of presenting subjects in a library school, i. e. grouping them so that solid periods of time are devoted to one subject and then to another, or the system of parallel courses, the Pratt Institute school has always presented the subjects studied in the latter way, cataloging, classification, reference work, general library economy, being carried along at the same time. The changes in the order of presentation have been in the subjects grouped under library economy which were formerly presented in the order in which a book comes into the library, order work, accessioning, etc. That theoretical plan has been changed to the simpler one of taking first some of the easier subjects and also such subjects as will fit the students to do practical work in the cataloging department as soon as possible.

As to changes in methods of presentation. Such changes have come about gradually as the instructors have gained in experience and confidence. (The two instructors who do most of the teaching have been with the School 13 and 11 years

each) These changes show a tendency away from formal class-room instruction toward seminar methods. The students are made to do for themselves everything which the limits of time and their inexperience will permit. Free discussion is encouraged, and, as many of the students come from library positions, a constant comparison of methods is carried on, and they are made to feel that their experience counts.

A much larger amount of time is spent in practical work now than in 1895, about 400 hours as against 274 at that time. It was decided in 1903 to require two weeks of regular work in the library before the class-room work began and the students work in the library throughout the year now instead of only in the third term as formerly.

This work is planned and apportioned by the school, but is carried on under the direction of the library staff and includes experience in all phases of the work of the library.

The library has greatly broadened in scope since 1896, having added as before mentioned an art reference department, a children's room, and an applied science reference room since then, and it has kept pace with the progress of liberal ideas in library policy, so the practical work offered by the school has greatly gained in richness and variety and the students work in an atmosphere charged with a generous and liberal spirit toward the public, or "the people" as Mr Daniels would have it.

Field work was made a regular feature of the school in 1896. A visit is paid to some library centre during the spring vacation, the usual circuit being in rotation, New England, Washington and vicinity and Pennsylvania. One afternoon a week during the third term is spent visiting various types of libraries in greater New York and its neighborhood, and an hour a week is spent discussing the impressions gained, the general effect produced by the libraries visited as well as methods and ways of doing things.

Up to this point we have been concerned

with the one year or General course which is complete in itself. Beside this the School has endeavored to meet two other needs of the library profession.

In 1896 it established a second year or Historical course to prepare such students as were fitted by temperament and education for the work, to take positions in libraries of a more scholarly type or to catalog private libraries containing old and rare books. This course included history of printing and the cataloging of incunabula, advanced reference work, Latin, paleography, Italian, technical printing, bookbinding, and the preparation of an original thesis and bibliography. The course has been offered four times, and while the majority of the students taking it have not succeeded in resisting the drift of Pratt Institute graduates toward public library work, they have one and all felt that they gained a certain confidence as the result of this training that has told upon their subsequent work. Several of them have had direct use for the knowledge gained. A course in children's work was offered in 1898 and in 1900, which was withdrawn when the Training school for children's librarians was established at the Carnegie library at Pittsburg. But a demand is still made on the school to furnish children's librarians and in 1907 a three or four months' apprentice course, to succeed the year's work, was planned, partly in connection with the children's department of the New York public library. Hereafter no graduate will be recommended as children's librarian without this preparation. It consists of a month as assistant in the children's room of one of the branch libraries of the greater city, of one month spent in visiting, observing, and helping, when possible, in some of the summer activities planned for city children, such as vacation schools, playgrounds, summer camps and hospitals, school farms, etc., and of one month in the fall, visiting kindergartens, truant schools, boys' and girls' clubs, and attending lectures by persons experienced in dealing with children from one or another standpoint. While the plan

is still experimental, and will be changed as experience deems to dictate, it is the best method the School can devise at present of familiarizing the children's librarian with the various agencies with which the city library should cooperate, with the possibilities of physical, mental and moral betterment of which it can avail itself for the children who come to it, and with the methods others have discovered which it may perhaps adopt to the advantage of its work. For the children's librarian in the city library, some such preparation seems absolutely necessary; while the one who goes to the smaller town or city will find conditions differing only in degree, and by adapting herself to these can make this apprenticeship equally valuable to herself and the library.

It is not intended to convey the impression that this process of evolution has been wholly conscious, no healthy growth is, it is only on looking back, to vary the simile, that the pattern is clearly seen, but the school has tried to adapt itself to its surroundings, in the spirit of Pratt Institute, to develop along the lines of demand, to experiment, to modify, always keeping in view the ideal of the founder, to render service through good work.

EVOLUTION OF THE CURRICULUM OF THE DREXEL INSTITUTE LIBRARY SCHOOL

MISS KROEGER: To those who are concerned in the education for librarianship in library schools, the lack of positive information about courses of study and methods even on the part of librarians is frequently brought home. Direct knowledge in regard to library school methods is limited to members of the faculties, to graduates and to students. The greater number of librarians are not interested to the extent of investigating the work accomplished in the schools. Members of A. L. A. committees on library training are not able to visit the schools for comparison of methods and results, and their reports are consequently not

wholly satisfactory. The majority of librarians, however, cordially support the cause of school training, either from theory or from experience with library school graduates. Criticisms of library schools are easily made, but to have much weight they must be based upon a study of the methods employed in the several prominent library schools.

In 1892, when the Drexel Institute library school was organized, there were two schools already in the field, the parent school at Albany and that at Pratt Institute which had been opened two years previously. Naturally, the course of study was in the beginning modeled after the first year's work of the New York state library school of which the director was a graduate. By degrees changes were introduced to suit the needs of a course limited to one year. On the whole, however, the curriculum has not been materially altered in the 16 years which have elapsed since the opening, but many minor modifications have been introduced to keep abreast with the progress of the library movement which has been so rapid in recent years. A one year course cannot be subject to much change.

Owing to the extreme heat of Philadelphia, it was found necessary to limit the school year to eight months. The problem then was to compress into eight months the subjects that would be of most benefit in making good all-round librarians. Students who enter a library school, as a rule, wish to prepare themselves in the shortest possible time. Unless a student prefers to specialize or to study definite problems of library administration, she cannot spend more than one school year in fitting herself for a position.

The best course of study for an eight months' school year—for whom? What shall be the requirements of admission for the course? What the previous education and experience of the students? For, to a large extent, upon the kind of students will depend the course of study. These were the first questions to solve. The necessity of a college diploma shuts out

a number of capable men and women, while it admits from some colleges whose standard is not very high. An entrance examination equivalent to at least two years' work beyond the high school allows those persons who may not have a college diploma, but who are especially fitted for library work, to enter the school, while it does not debar college graduates who should be able to pass an entrance examination of this kind. Examination papers, while not an infallible test, reveal much of the applicant's capacity to the experienced examiner.

Examinations for entrance to the school were, at the beginning, comparatively simple, requiring not more than a high school education. There was no test in languages. By degrees they were made more difficult, and French and German were included among the subjects. For some time past examinations have been based on two years' work beyond the high school and embrace the subjects, general literature, general history, general information, and a reading knowledge of two foreign languages. With a thorough one year course it is essential that students should come well prepared from an educational point of view, for otherwise, as experience has shown, they cannot keep up with the severe course of study.

The students who enter for a one year course may or may not be college graduates. They may or may not have had library experience,—in most cases they have not had experience. They are not all of the same ages, the age varying with few exceptions from 20 to 35 years.

The ideal requirements for a library school student rarely found in the same applicant are: strong and pleasing personality, common sense, college education, including a knowledge of languages, culture, and at least two years' practical experience in a large library.

A graduate of the school, in giving her opinion of the most desired preparation for the course, said, "I think the best preparation for a library school would be six months or a year in a library." There is

much truth in this. The student with experience is not usually so dazed at the beginning by all the details of the course of instruction as the inexperienced. Many terms are familiar to her. Yet it is true that students with experience often do no better work than those without and they often have much to unlearn.

The best course of study for an eight months' school year—what shall it be? It must be a course that will fit the graduate for a position in any kind of library. The curriculum must be broad enough to enable a graduate to enter a public library, either large or small, a reference library, a college or university library, a medical, law, theological, private, or any other library. The demands for workers come from all varieties and sizes of libraries. Again, the positions to be filled in these libraries range from that of desk assistant to that of librarian.

The course of study in library schools is frequently criticized by students as being too crowded. Especially is this so in a one year course, when it seems necessary to put in everything essential to the library worker. Graduates of the school, whenever asked to state whether they consider the course too crowded, answer in the affirmative, but on being further asked what could be omitted, reply, "nothing." Some graduates would prefer a two year course with less strenuous work while at the school. However, the large majority of students could not afford a second year and prefer to work hard during the one year.

How to condense into eight or nine months the technical education necessary for work in any kind of library for students who are generally without the slightest knowledge of the routine work, who must have everything made clear to them—that was the problem. When one looks over the whole field of library science and bibliography, the difficulty of condensing is apparent.

It was not expected that students, after completing a one year course, would be fitted to manage large libraries. All that

could be hoped was to make better workers for subordinate positions in large libraries and capable heads of small libraries. So, large problems of library administration were not made an important part of the course. The questions concerning the administration of small libraries were, however, included.

In planning the course of study, there has been an attempt from the start to keep a proper balance between the technical and the book side of the course. We have found that the study of books cannot be ignored. Students are not sufficiently well informed regarding books and authors to be of the greatest service to readers. A library must be well and systematically administered, the machine must run smoothly, but there must be besides the inspiration which comes from the librarian who has a knowledge of books. She must know them in order to wisely select from the mass of books published, and she must also be able to assist her readers when they come for advice on reading. The librarian's knowledge of books must cover a much wider field than that of the average college graduate. Besides, the student must be trained to fit the book to the reader, to understand the variety of tastes which library borrowers possess. Only a beginning can be made in one year. The student must be given this insight into the needs of the library which will spur her on to continue her library studies after she has left the school.

The changes in the course of study of books were frequent in the early years. During the past five years it has embraced systematic study in book selection and reference books, and a course which includes the discussion of English and American authors of the nineteenth century omitting those names which are most familiar to the students. Experience has proven the value of these courses from the inspirational as well as the practical side. A wider acquaintance with books is the result and it leads to a broader read-

ing habit. A full account of the course in the study of books was given in the "Library Journal" for September 1907.

The technical side of the course has embraced without much change instruction in the usual processes—cataloging, classification, accessioning, shelflisting, etc. The danger that students will think cataloging the most important part of the librarian's work, as feared by some librarians, has been overcome to a large extent by the emphasis which the school places on the study of books and of people. Nevertheless, a great deal of time must be spent on the technical branches because we must make good workers of the students in the short time we have them with us. Not all students are endowed with a sense of order, with accuracy, and with patience for detailed work. These must be cultivated. They must be taught to work quickly, as well as accurately. All this requires time.

The school has endeavored to keep up in technical detail with changes in methods, adopting for some time past the new catalog rules of the Association. The instruction in cataloging has consequently been improved from year to year by the adoption of the latest decisions of the cataloging committee. Forms of cards have followed the examples of the printed cards as far as practicable. At the end of the class lectures, cataloging for the library of the Institute affords opportunity to test the judgment of the students, and during the second term the students catalog all new books added to the library, besides having assigned to them difficult books and special problems. A full account of the cataloging course at the school was given in the "Library Journal" for March 1907.

The importance of imparting knowledge on business methods has been constantly before us. This may be thought not to be the province of the library school—that such instruction should be had either before entering or after graduation. Having the advantage of a department of com-

merce and finance close at hand, we were able to secure a brief series of lectures from one of the professors of the department. Our experience has shown this to be very helpful.

Lectures on each subject are followed by practical work under the supervision of one of the instructors or an assistant in the library, each student having an hour's practical work each day.

A large amount of the routine work of the library is done by the students under supervision. No merely mechanical work, such as pasting book plates, putting away books, etc. is required more than once. Work at the delivery desk, in the order department, in cataloging, etc. is considered more essential to their development, and these subjects receive most attention. Mistakes are pointed out and the students are criticized if they are not accurate and quick.

The Institute library has no children's department, but through the kindness of the librarians of the Free library and the Apprentices' library, sufficient practical work in this department is made possible. The experience at the Free library includes also work at the delivery desk in the main library and branches, which helps the students to understand how the large public library differs from smaller institutions.

How much the personality counts in the success of the student, every teacher knows. The difference in degree of ability, in the quality called "force," in manner, in adaptability, in common sense, all come out to a certain extent during the year's work. Some students with a strong forceful personality do not excel in technical work, while others who do excellent clerical work lack the qualities that are requisite in dealing with people.

The evolution of the course of study in the school has therefore been a working towards a proper adjustment of the elements which make up the library of to-day—the people, the books and the methods by which the right books and the right people are brought together.

THE TRAINING OF A CHILDREN'S LIBRARIAN*

MISS OLCOTT: The public library is rapidly taking its place in the front rank of educational institutions. It is proving itself a positive factor in the development of citizenship and in the diffusion of the culture and thought of the race. By no means its least important function is to develop the child into an intelligent, thoughtful reader. The basis laid in the children's department is often the foundation for the future use of the library by adults.

Every occupation has its demoralizing tendencies on the worker and library work with children is not without its weak side. The work is picturesque, offers unlimited opportunities to entertain children, and it is also work that the public applauds, all of which sometimes goes to make a sentimental, over-enthusiastic and shallow children's librarian, to the end that the children's room yields little or no permanent results. This is not so if the work of a children's librarian is based on the soundest educational principles and on good technical training. It is said that a children's librarian "is born and not made"; for unless the worker with children has certain sympathetic qualities and an instinctive understanding of childhood, she cannot enter into the interest of the children. On the other hand, although she may be gifted with the greatest ability to handle children and to understand them, she cannot be a children's librarian unless she has had direct and practical training in the technical side of her profession. Two of the most serious mistakes made in library work with children are where the worker fails to connect her work with books and where she fails to connect her work in the children's room with the adult library.

It may be of interest to the library profession to learn how the Training school for children's librarians has developed its

* This paper is based on the history of the Training school compiled in 1906.

curriculum to meet, as far as possible, the rational demands of library work with children. In the first place the School has always made a careful selection of its students. Its entrance requirements are that the students shall be graduates of colleges and universities in good standing or that they shall submit to entrance examinations. The above, together with recommendations from colleges, etc. constitute the educational test. An educational test, however, is not sufficient in selecting students for children's work, as certain personal qualities are necessary in dealing with children; therefore the School admits all its students on one term's probation. At the end of the first term those students who do not give promise of ability for the work, withdraw.

Previous to 1905 the School admitted to a special one year's course students who were members of the staffs of other libraries, the School undertaking to train these students for their own libraries only. This special course weakened the standard of the School, as special students were admitted without examinations and were allowed to specialize in work with children, taking few technical courses. In 1905 a new ruling was made admitting to the special course only those candidates who had completed one year's training in an accredited library school and who came recommended by their directors.

Since the organization of the School in 1900 the curriculum has been divided into two distinct fields, one of lectures and problems and the other of practice work in the Children's department of the Library, great stress being laid on this practice. The faculty of the School is composed of members of the Library staff who are experts in their fields, a number of whom have had training in the foremost library schools of the country and who have also had varied library experience. Some were teachers before entering the library profession. The strength of our class-room teaching is due to the fact that the lectures on the different subjects are given by persons who are specialists in

their own line, and who are daily employed in developing their special work. This makes the teaching practical and progressive. Besides the faculty, many educators and librarians from other cities give lecture courses or single lectures before the School. In this way the student's outlook is broadened. She is given different points of view and is taught to adjust methods to varying library conditions.

In order to understand fully the basis on which the training is conducted, let us consider the lecture course first. The foundation of the entire lecture course is technical training along the lines of adult library work, such as ordering, accessioning, classifying, shelf-reading, cataloging, study of library organization, history of libraries, history of printing and book-binding, and business methods such as are used in making out reports, statistics and schedules. These subjects, treated entirely from the standpoint of the adult library, are carried through two year's work, thus giving the students a solid basis for connecting the work of the children's room with that of the adult library. Building on this solid foundation, subjects of special application to the work with children are taught, including the study of children's literature, planning and equipment of children's rooms, rules and regulations for children's rooms, methods of introducing children to books, the making of children's catalogs and lists, and a study of educational principles and social conditions and betterment. Throughout the course a comparative study is made of methods used by different libraries.

The above lecture course has been evolved from seven years' experience. Certain parts of the course have been strengthened from year to year and the number of lectures on a subject increased. This is especially true of lectures on cataloging, business methods, study of library organization, history of printing and binding.

During the past year courses have been added on the adaptation of methods to the small library, and on the scope of Li-

brary commissions, the head workers of several of the leading Library commissions giving lectures on the subject. The object of the entire two years' lecture course is not to make **specialists** of the students but to give them a broad technical foundation of general library work on which to specialize in work with children. The lecture courses in subjects dealing directly with library work with children have been made to fit into the general technical courses. These special courses of work with children have for their basis a study of literature for children, not only of that literature which has been written for children but of that part of the world's great literature which is a child's heritage, and to which all children should be introduced while they are young and plastic. The courses for book selection are also discussed from the practical side, covering the selection for different agencies, reaching special classes of people, negroes, Italians, Germans, etc., selection for the use of schools, settlements, small libraries, city libraries, and the selection and classification of books to be used with little children, boys, girls, and young people. During the past two years less stress has been laid on the making of picture bulletins and other unimportant accessories to library work, and story-telling is treated as merely a means to an end—a means of directing to better reading.

Before closing this brief account of the lecture course it might be well to say a few words about the lectures on social conditions and betterment. The lectures and problems on this subject are intended to prepare the students to meet more intelligently the requirements of the laboring classes and to cooperate more closely with other educational institutions for social betterment, such as playgrounds, vacation schools, settlement houses, industrial homes, juvenile courts, etc. The lecturers for this course are drawn largely from the practical workers in institutions for social betterment. The students are also required to make visits of inspection

to kindergartens, clubs, and juvenile court, county jail, the state reformatory and county workhouse. These visits are arranged beforehand with the superintendents of the various institutions, who explain the work to the students. The students also have unlimited opportunity to study the children in the homes and in the schools while doing their practice work.

We come now to that part of our training on which we lay the greatest stress. A student may be brilliant in the classroom and be technically expert and yet not be able to handle children successfully. Therefore the student's ability in this line is tested by her practice work. She is required to work 21 hours each week of the school year in the Childrens department under supervision, thus coming into actual touch with the children.

The library offers as laboratories for practice, seven children's rooms, presenting various phases of the cosmopolitan life of a rapidly growing industrial city. The training at the Central library prepares the students to meet the wants of a large city, while the experience gained in the branch libraries teaches her to adapt herself to the needs of a small community. In addition to the work at the Central and branch libraries, the students assist in the work of sending thousands of volumes to the city schools, in giving out books in the summer playgrounds, and in the management of reading clubs and "home library" groups of poor children to whom small traveling libraries are sent. All practice work is under the supervision of the branch librarians and the staff of the children's department. The student thus has opportunity to work with all classes of children, both as individuals and en masse. In this way she gets her knowledge of children, of their tastes and habits and also her training in discipline, story-telling and the practical application of the principles taught in the class room. More stress is laid on the student's ability to do practice work than on her examination papers. It is necessary for the student to pass the examinations, but practice work

and daily class work stand first. At the end of each term students are transferred from one branch children's room to another in order that they may have an opportunity of comparing methods and working with different classes of children. They have charge, however, of the same home library groups throughout the winter and continue their regular work with the city schools one afternoon a week.

As stated before, the student receives her instruction during practice work from the branch librarians and children's librarians, as well as from the supervisors of work with schools and with home libraries and reading clubs. The instructors endeavor to develop the student's self-reliance, to teach her right methods with children, to cultivate her powers of observation and to give her a knowledge of business methods. It may be well to add that the students are impressed from the first with the fact that library work with children is in an experimental stage, and that the children's work of a library must be adjusted to the needs of that particular library, that a special study should be made of the social condition of the served, and above all, that any work which leads away from the legitimate function of the public library, which is to "open the books," is wasted effort, weak, sentimental and dangerous.

One of the efforts of the School is to provide each student with a valuable working collection of note-books, text-books, book lists, samples, etc. to use in her work after leaving the School. The School also buys large quantities of suggestive pamphlets, book lists and American Library Association printed matter for the student's collections. The students are required to mount and classify their material and arrange it in covers provided by the School. This material is inspected and graded on the basis of 100.

The School is also building up steadily a most valuable reference library for the use of the students while taking their training. This consists of reference books necessary in their daily work, text-

books to be used in connection with daily lessons, a model children's library with sample editions, out of print and rare children's books illustrating the growth of children's literature, a large collection of clippings giving the history and growth of library work in general, with special relation to library work with children and also book lists and mounted samples illustrating the routine work of different libraries. All this material is being arranged and classified by a special classification prepared for such a collection. This library now numbers 893 volumes.

It is impossible to close even so brief a paper without referring to the generosity of Mr Carnegie which has enabled the Carnegie library to make its experiments on so broad a basis. Mr Carnegie's aid has enabled the work to be developed and broadened in scope until at present the School has a substantial endowment, an established curriculum, a dormitory for its students, and opportunity to follow out its work to a definite end.

It is the aim of this School, by continued experiment based on practical application of principles, to collect in time a mass of data which will form the basis of a science, of pedagogy, of library work with children.

FOURTH SESSION

Saturday morning, June 27, 1908, 9.30.

The Association passed at once to the consideration of the reports of committees. Miss Emma R. Neisser of the Free library of Philadelphia presented the

REPORT OF THE COMMITTEE ON LIBRARY WORK WITH THE BLIND

Previous to the conference of the American Library Association in 1907 the Chairman, Mr Hodges, addressed letters of inquiry to the Uniform type committee of the American association of workers for the blind and to Mr Edward Ellis Allen, Principal of the Overbrook school for the